



Keys To Unlock Your Successful Future

Name _____



Northern Cass Public School

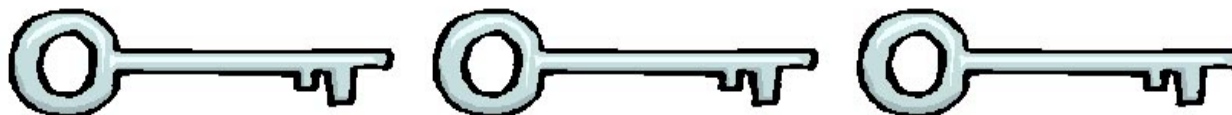
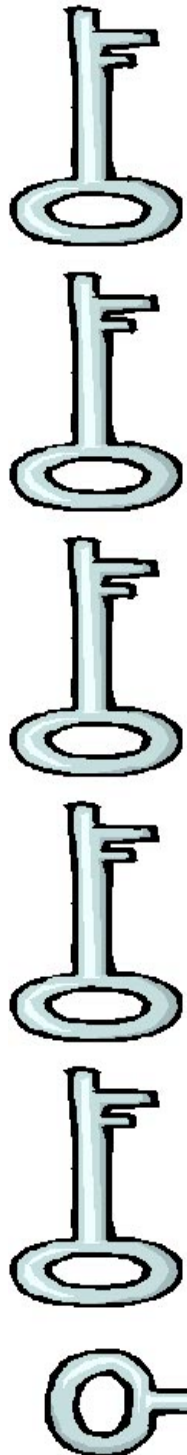
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The Keys to Unlock Your Successful Future

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9th Grade Checklist

Activity	SCAN Skills	Skills I have	Skills I need	Date
Career Development GPA Worksheet	Mathematics, Self-management			
Attendance/tardiness	Responsibility, Self-management			
Responsible/respectful behavior	Responsibility			
Team project	Teamwork			
Keys to Employability	Decision Making			
Animal Farm (English 9)	Decision Making, Writing			
Interest Profiler (Choices program) (FACS)	Self-Management			
Work Importance Locator (Choices program) (FACS)	Decision Making, Problem Solving			
Basic Skills Survey (Choices program) (FACS)	Decision Making, Problem Solving			
<i>Smart Options</i> workbook (FACS)	Problem Solving			
Keirsey-Bates Personality Assessment (FACS)	Know How to Learn			
Decision Making Skills	Decision Making			
State Assessment	Mathematics, Reading, Writing			
Review Explore/State Assessment	Reasoning, Decision Making			
Community Service (optional)	Serves, Diversity			



A black stick figure is shown from the side, holding a large yellow key in its right hand. The key is oriented vertically, with the head at the top and the bit at the bottom. The figure has a simple, stylized appearance with a single line for the body and limbs, and a small circle for the head. The background is white.

A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

EXAMPLE: English 9 C = 2
 Math A = 4
 P Science B = 3
 Geography B = 3
 FACS A = 4
 Desktop B = 3
 Band A = 2 (band meets 3 times a week, so the
 credit is worth $\frac{1}{2}$ of the points)

3



9th Grade CAREER DEVELOPMENT GPA WORKSHEET

9th Grade GPA _____

CLASS	CREDIT	GRADE	GPA Points
English 9	1.0		
Math ()	1.0		
Physical Science	1.0		
Geography	0.5		
Phy Ed	0.5		
FACS	0.5		
Technology Educ.	0.5		
Desktop	0.5		

Attendance**9th Grade**

Tardies ____ % of time on time _____

Absences: % of time present _____

Excused _____ (based on 180 days)

Unexcused _____

Responsible/Respectful Behavior

Number of referrals: _____

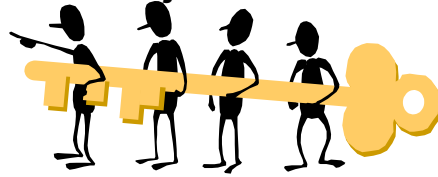
Examples of responsible/respectful behavior:
Include approximate dates and a verification of a
Northern Cass staff member:

date_____
signature_____
date_____
signature_____
date_____
signature

Collaborative Work Skills: Team Project

Teacher Name: **Classroom Teacher**

Student Name: _____



CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a positive attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.



Seven Keys to Employability

Check the skills you feel are your strengths and compare with 11th grade list. Did you improve on your targeted skill?

Circle any skills you feel need further improvement. Write a plan of action to improve the circled skills.

Task Related Skills		Personal Qualities		Basic Skills	
Care for tools and materials		Honest and motivated		Ask questions and listens well	
Complete work on time		Exhibit a good attitude		Express themselves clearly	
Follow directions		Have personal and career goals		Read and understand written info	
Stick with a task		Have a positive self-image		Write well to communicate ideas/info	
Work neatly and accurately		Adapt to change		Can do math and problem solving	
Work to improve their performance		Are flexible			
Give best effort to the job				Health and Safety Habits	
		Maturity		Dress appropriately	
Working with Others		Assertive when necessary		Practice good personal hygiene	
Accepting authority and supervision		Reliable and dependable		Follow safety rules	
Team player		Accept responsibility		Have good health habits	
Friendly, cooperative, and tactful		Confidence in themselves			
Be a leader		Show initiative		Thinking Skills	
Can teach others		Show pride in work		Creative and motivated	
Respect the rights and property of others		Work well without supervision		Can reason and make objective judgments	
Accept constructive criticism		Seek help when needed		Plan and organize work	
Respect diversity		Notify supervisors of absences		Make informed decisions	
		Are punctual		Can solve problems	
		Good attendance			

Which keys have you used to unlock your career plan?



I know which career I will be pursuing, it is:				
I know which classes I enjoy most, they are:				
I know my interest area , it is:				
I know which Career Cluster interests me the most, it is:				
The education I will need beyond high school is:				
I am unsure about my career plan, my interests, or how much education I plan on pursuing, so I will do the following:				

ACTION PLAN TO IMPROVE SELECTED EMPLOYABILITY SKILLS



Select 3-4 Goals:

Skill	Specific steps to accomplish this	How will you evaluate your progress?	Resources	Date to Reassess

ANIMAL FARM

Activity Description

Introduction: The purpose of this activity is to promote education lifelong learning through the use of class discussion and an essay.

Narrative:

- ❑ After reading *Animal Farm* by George Orwell, open a discussion on the importance of education utilizing the Discussion Guide from *Writer's Choice* Glencoe/McGraw-Hill.
- ❑ Divide the class into discussion groups.
- ❑ Have each group complete the discussion handout.
- ❑ Have each group share their finding with the entire class.
- ❑ Encourage the group to comment on each other's findings.
- ❑ Direct the students to write an essay discussing what life-long learning means.
- ❑ Students will self assess using the Guide from *Writer's Choice*.
- ❑ Students will peer evaluate using the Guide from *Writer's Choice*.
- ❑ Students will receive a teacher evaluation using the rubric.

Research Report : Animal Farm

Teacher Name: **Mrs. Nyberg**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

Community Service

Date	Location	Description (what, how, who, etc.)	Signature

A decorative border of keys surrounds the central text. The border consists of 15 keys: three horizontal keys at the top, three horizontal keys at the bottom, five vertical keys on the left, and five vertical keys on the right. In the bottom right corner, there is a large, detailed illustration of a blue padlock with a keyhole, which is part of the decorative theme.

Resources

- ❑ North Dakota Career Resource Network
- ❑ North Dakota Career Development Implementation Toolkit Grade 10
- ❑ Rubistar 4 Teachers (<http://rubistar.4teachers.org/index.php>)
- ❑ Choices computer software (www.bridges.com)
- ❑ Harrington-O'Shea CDM System (www.agsnet.com)
- ❑ Northern Cass Staff: Anne Nyberg, Jeanne Meyers, Miriam Tobola